

J. William Fulbright Foreign Scholarship Board
Minutes of the 252nd Quarterly Meeting
Washington, DC
September 15-16, 2011

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**J. William Fulbright Foreign Scholarship Board
Minutes of the 252nd Quarterly Meeting
Washington, DC
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The 252nd meeting of the J. William Fulbright Foreign Scholarship Board took place in Washington, D.C. on September 15-16, 2011.

Members in attendance at the quarterly Board meeting were: Chair Anita B. McBride, Vice Chair Shelby Lewis and Members Mark Alexander, Lisa Caputo, Betty Castor, Gabriel Guerra-Mondragón, Tom Healy and Susan Ness.

Thursday, September 15, 2011

Board members gathered for a no-host working dinner.

Friday, September 16, 2011

New members Betty Castor, Susan Ness, Gabriel Guerra-Mondragón and Tom Healy were sworn in by Ann Stock, acting Under Secretary for Public Affairs and Public Diplomacy in the George C. Marshall Room. The acting Under Secretary welcomed them to the U.S. Department of State and to the Fulbright Foreign Scholarship Board.

She expressed great appreciation for the dedicated service of departing Members Jan O'Neill and John W. Johnson, both of whom served 10 years, Dina Powell, who preceded her as Assistant Secretary for Educational and Cultural Affairs (ECA) and Ambassador Robert D. McCallum, Jr.

She said she is now the acting Under Secretary for Public Diplomacy and Public Affairs. Her previous post of Assistant Secretary at the Bureau of Educational and Cultural Affairs (ECA), which oversees the Fulbright Program, is now held in an “acting” capacity by Ambassador J. Adam Ereli, who has spent his entire career in public diplomacy with the Foreign Service, and was just promoted to Minister Counselor. In her current role, she leads the State Department’s Public Diplomacy (PD) and Public Affairs (PA) efforts. While she oversees ECA, her portfolio also includes the rest of the public diplomacy family. That comprises three bureaus, which manage all the programs to support public diplomacy officers in the field.

She described them, beginning with Educational and Cultural Affairs, or ECA, whose more than 100 academic, professional, cultural, youth, and sports exchanges bring international visitors to the United States and send Americans around the world. These include exchanges such as the Fulbright Program, as well as professional training and mentorships, and cultural envoy programs with athletes and artists.

Second is the Bureau of International Information Programs, or IIP, which runs foreign communications for embassies. Their goal, she said, is to connect with foreign audiences in new and traditional ways, using Facebook (with four of the State Department’s top five Facebook pages) and other digital platforms. She said that, in 2010, IIP hosted over 1,000 live programs via video conference, translated over 10,000 documents for post use—including speeches by

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President Obama and Secretary Clinton—and managed more than 600 traveling speakers at 5,400 events globally.

The third Bureau under her oversight is Public Affairs, which works with foreign and domestic news media to broadcast key messages, and promotes understanding of the importance of foreign affairs among international and domestic audiences.

She added that each of the six geographic bureaus has an office dedicated to public diplomacy, run by a Public Diplomacy Deputy Assistant Secretary of State, who helps ensure that every post has the necessary tools to engage locally. Public diplomacy activities advance national security and foreign policy goals. PD informs and influences foreign publics, including women, youth, and minorities. PD reaches beyond government-to-government relations and engages at the people-to-people level to strengthen the U.S. relationship with nations around the world.

The acting Under Secretary then listed five strategic imperatives for the building of positive perceptions of the United States and laying of foundations for international networks:

- Shape our own narratives through proactive outreach,
- Strengthen people-to-people relationships at every opportunity, especially with educational and professional exchanges,
- Communicate honestly and effectively with international audiences, especially when confronted by voices of violence.
- Use our understanding of foreign publics to inform more thoughtful policy,
- Consider every day how our work advances the Department's priorities and ensure that our resources are deployed in line with these priorities.

She called the Fulbright Program a shining example of successes with public diplomacy, saying the Program does make a difference in foreign publics' perceptions of the United States. Those changed perceptions will have ripple effects for generations to come, and relationships fostered by these exchanges advance U.S. priorities and bridge the gap between work today and national security tomorrow.

She said the Board's quarterly meeting offers the opportunity to update the Board on what's new with the Fulbright Program, and the status of current and ongoing projects. Next year, with Secretary Clinton's support, they hope to launch a new 2012 Fulbright Public Policy Fellowship. Fellows will conduct their own research and also work closely with their host governments on policy projects. The Fulbright Program has been a major part of the State Department's Strategic Dialogues with partners including Indonesia, India, Brazil, China, Russia, and more.

On Indonesia, in July, she joined Secretary Clinton in Bali for the second annual U.S. Comprehensive Partnership meeting, where she co-chaired the U.S.-Indonesia Education Working Group. More than 275 American and Indonesian students are now part of an expanded Fulbright Program—35 in the new Fulbright Indonesia Research, Science and Technology

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(FIRST) program. Sponsors are introducing programs to train Indonesian faculty and to teach English to students hoping to study abroad. In mid-October, they will meet for a Higher Education Summit in Washington, which U.S. Secretary of Education Arne Duncan will host. A hundred education leaders from both countries will attend and share best practices.

On India, she said that, in October, Secretary Clinton and Indian Minister Kapil Sibal will co-host a major bilateral Higher Education Summit for 300 U.S. and Indian education and private sector leaders. This will be the first summit of its kind with India.

On Russia, she said they have expanded Fulbright to include more science and technology opportunities in Russia. In October, she will travel there to host a Media Working Group meeting.

She concluded with another welcome to new FSB members, who she said are joining the Fulbright Board at a dynamic and exciting time.

Chair Anita McBride thanked acting Under Secretary Stock for her report and called the meeting to order at 9:30 a.m. She formally introduced the four new members of the J. William Fulbright Foreign Scholarship Board:

Betty Castor is the former President of the University of South Florida in Tampa, Florida, where she served as President for six years from 1994 until 1999. Prior to her tenure as President, she was the Florida Commissioner of Education for seven years and the first woman ever elected to the Florida Cabinet. Ms. Castor has held other leadership positions in education, most recently as the Executive Director of the Patel Center for Global Solutions at USF. She is a former state legislator having served three terms in the Florida Senate. Ms. Castor is a member of the Tampa Bay Committee on Foreign Relations and the Society of International Business Fellows. She began her educational career as a secondary school teacher in Uganda, East Africa and continues to support the Teachers for East Africa Alumni Foundation. She received her Bachelor's degree from Rowan University, Glassboro, New Jersey and her Master's degree from the University of Miami, Coral Gables, Florida.

Ambassador Gabriel Guerra-Mondragón is President of his own international consulting firm, Guerra and Associates. Ambassador Guerra-Mondragón served as the United States Ambassador to Chile from 1994 until 1998. He was a U.S. Foreign Service Officer at the Department of State for 14 years. During these years, he served as staff assistant to the U.S. Secretary of State, Desk Officer for Colombia, Desk Officer for Nicaragua, and Executive Director of the U.S. National Commission to the United Nations Educational, Scientific and Cultural Organization (UNESCO). Ambassador Guerra-Mondragón is a member of the Council on Foreign Relations and a board member of the Latino Justice PRLDEF and the Limon Foundation. Ambassador Guerra-Mondragón has a bachelor's degree from Fordham University, a Master of Arts from the School of Advanced International Studies at the Johns Hopkins University, and a law degree from the University of Puerto Rico Law School.

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Tom Healy is a poet and writer. His book, *What the Right Hand Knows*, was a finalist for the 2009 L.A. Times Book Prize and the Lambda Literary Award. Mr. Healy teaches at New York University and was recently a fellow at the Goree Institute in Dakar, Senegal. He served as President of the Lower Manhattan Cultural Council and received the 2006 New York City Arts Award from Mayor Michael Bloomberg for his work to rebuild the downtown art community after 9/11. Mr. Healy opened one of the first contemporary art galleries in Manhattan's Chelsea neighborhood. Under President Clinton, Mr. Healy served on the White House Council on HIV/AIDS and has remained engaged in AIDS and microfinance projects across the world. He received an A.B. from Harvard University and an M.F.A. from Columbia University.

Susan Ness is the founder of Susan Ness Strategies, a communications policy consulting firm, and a Senior Fellow at the Center for Transatlantic Relations at Johns Hopkins School of Advanced International Studies. She is also currently a board member of Vital Voices Global Partnership. Previously, Ms. Ness served as the President and CEO of GreenStone Media, LLC, which produced syndicated talk radio programming targeting women, and as a Distinguished Visiting Professor at the Annenberg School for Communications. From 1994 to 2001, Ms. Ness was a member of the Federal Communications Commission, having been appointed by President Clinton. Prior to joining the FCC, she was corporate vice president of the American Security Bank, specializing in the telecom and media sectors, and assistant counsel to the Banking Committee of the U.S. House of Representatives. She received her Bachelor's Degree from Douglass College, her J.D. from Boston College and her M.B.A. from The Wharton School at the University of Pennsylvania.

The Chair welcomed them to the Board. She also expressed her deep appreciation and that of the Board for the exemplary service of departing members John W. Johnson, Ambassador Robert D. McCallum, Jr., Jan O'Neill and Dina Powell.

Observing that the intent of Congress, expressed in the Fulbright-Hays Act, is that as much of FSB business as possible be public, Mrs. McBride summarized what the Board had discussed in closed session earlier:

- Individual cases requiring the Board's decision on eligibility for Fulbright grants or waiver of policies.
- Legal issues involving cooperating organizations managing ongoing Fulbright programs.
- Decision by the Board in August to extend Fulbright dependent benefits to eligible domestic partners of the same sex.

Further, regarding FSB policies, the Chair recalled that, at the September 2009 Board meeting, then-Deputy Assistant Secretary of Academic Programs Alina Romanowski requested that the FSB waive inclusion of U.S. scholar grants to Pakistan and Indonesia under the lifetime limit of two full Fulbright grants per individual, and waive required waiting periods per FSB policy 624.2. The justification was that ECA was innovating program models for these priority

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countries, looking to sustain institutional reform through extended series of short repeating grants allowing scholars repeated visits.

In October 2009, the FSB unanimously agreed. The FSB decision covered a trial period of three years, to end in 2012. Considering the initiative a success, ECA requested that the FSB at the September 2011 Board meeting once again set aside this policy for another three years. Each Member present submitted his/her decision. Absent Members were expected to vote separately.

Also in October 2009, the FSB decided unanimously to revise the policy which allows one Fulbright student grant in a lifetime, so that participation in the Fulbright English Teaching Assistant (ETA) Program and the Fulbright Foreign Language Teaching Assistant (FLTA) Program would not count against the limit, and alumni of those programs would be eligible for traditional student grants. This request came from ECA and the Fulbright Commissions and posts which administer these programs.

The Board was asked to consider specifying, in the chapters governing U.S. and visiting students, that a period of two years must elapse from the end of the ETA or FLTA grant before beginning a traditional Fulbright student grant.

Each Member present submitted his/her decision. Absent Members were expected to vote separately.

The Chair then called on Board Members to report on their recent representational work on behalf of the Program. In June, Vice Chair Shelby Lewis participated in the pre-departure orientation for U.S. Scholars and Students departing for Africa. Also in June, the Chair had represented the FSB at a June 29 luncheon in honor of the Fulbright Visiting Scholars from Iraq. She and three other members represented the Board in August, at Fulbright Foreign Language Teaching Assistants and Gateway orientations for visiting grantees arriving in the United States. Mrs. McBride went to Notre Dame. Vice Chair Shelby Lewis was in the Bay Area, at both the Stanford FLTA and Berkeley City College Gateway orientations. Mark Alexander went to Columbia University. Departing Member Ambassador Robert McCallum represented the Board at the University of Pennsylvania.

The Chair said that his wise counsel and judgment will be missed, as well as his enthusiastic representation of the Board and the Fulbright program at public events.

She also noted and congratulated Mark Brzezinski on his nomination to be U.S. Ambassador to Sweden. He had been very active in representing the Fulbright program, most recently in China and Korea in May and in Chicago in June.

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Assistant Secretary Report

J. Adam Ereli, acting Assistant Secretary for Educational and Cultural Affairs

The Chair then introduced acting Assistant Secretary for Educational and Cultural Affairs and Ambassador J. Adam Ereli.

Ambassador Ereli welcomed the Members of the Board, Chair McBride and Vice Chair Lewis on behalf of the Bureau of Educational and Cultural Affairs. He thanked each of them for the time and energy they have devoted in service to the Fulbright Foreign Scholarship Board. He also welcomed the newest board members, who bring a wealth of experience and expertise to the FSB.

Ambassador Ereli stated that nothing is more central and indispensable to productive and mutually beneficial international relations than people-to-people contacts and building mutual understanding. That is precisely why the Bureau supports the Fulbright program. He updated the Board on a few priority areas for the Bureau that they have been working on since the last quarterly meeting and highlighted a few major initiatives coming up this fall.

To elaborate on the new Fulbright initiative that acting Under Secretary Stock mentioned earlier, the new Fulbright public policy fellowship for American students will be launched this fall. Ambassador Ereli is delighted that this concept has the personal support of Secretary Clinton. The Bureau has worked closely with the Office of the Counselor on the development of this new award. Acting DAS Marianne Craven will report later on additional details in the initiative and seek your input.

On the Strategic Dialogues, acting Under Secretary Stock also noted this morning that the Department will participate in two Higher Education Summits in October in Washington, D.C. – one with India on October 13, and one with Indonesia on October 31. These are part of our ongoing efforts under Secretary Clinton's Strategic Dialogues to connect partner governments directly with the U.S. higher education community to strengthen academic collaboration and exchange. The Fulbright Program has a starring role in these high-profile bilateral discussions with key allies.

As a result of last April's Consultation on People-to-People Exchange between the U.S. and China, the Bureau is moving ahead with the three new Fulbright initiatives announced by Secretary Clinton:

- A pilot Master's Degree Fulbright Visiting Student program for China, which the Bureau hopes will bring the first cohort on graduate programs to the United States in fall 2012.

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- Chinese Fulbright Scholars in Residence designed to increase support for vocational education and community colleges. Three will teach in the academic year 2011-12 at U.S. community colleges.
- The new Fulbright Distinguished Chair, a highly qualified American who will lecture during the 2012-13 academic year at a leading Chinese institution and guest lecture at provincial universities throughout China. CIES is recruiting for that position now.

Through the U.S. Brazil Global Partnership Dialogue, the Bureau is supporting Brazilian President Rousseff's four-year national initiative to sponsor 75,000 Brazilian students to study abroad. The hope is that half will come to the United States. ECA is serving as a convener and facilitator to engage the U.S. higher education community, and provide Brazilian students and schools with information about opportunities to study in the United States.

On August 31st, the Brazilian government announced its new "Science without Borders" Program, which will start with 500 undergraduate students in January 2012. Brazilian undergraduate students will be able to study for one year at U.S. community colleges, colleges, and universities in Science, Technology, Engineering, and Mathematics (STEM) fields and then return to Brazil to complete their degrees.

On EducationUSA, all around the world, ECA works to increase international enrollment in U.S. colleges and universities. Almost 700,000 international students come to the U.S. each year. According to the Department of Commerce, this is worth \$20 billion annually to the U.S. economy. This summer, nearly 400 international recruitment, admissions, and student services professionals from U.S. colleges and universities came together at ECA's second annual EducationUSA Forum here in Washington to learn about strategies for recruiting students from every region of the world.

ECA's EducationUSA advising efforts, including those at Fulbright Commissions, help foreign students learn about opportunities for U.S. higher education, how to select an appropriate college or university, the application process, financial aid, and U.S. life and campus culture.

Ambassador Ereli was pleased to report to the Board initial results of the most recent research from U.S. Embassies around the world on how ECA programs are put to use, and which ones have proven most effective. This past spring the Bureau sent every Public Affairs Section in every U.S. embassy a questionnaire. The 177 responses received and the data they provided are part of the very first ECA Programs and Products Budget Tool. This budget tool is part of the continued implementation of the Strategic Framework for Public Diplomacy initiated by former Under Secretary McHale two years ago and continued by acting Under Secretary Ann Stock. Deploying resources in line with current priorities is one of the five principles of the Framework, which has now been incorporated as part of the Quadrennial Diplomacy and Development Review (QDDR).

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The budget tool is intended to give the Bureau a clearer indication of how well ECA programs match field priorities, with an eye to informing decisions in a challenging budget environment. Public Affairs Sections in embassies all over the world are key implementers of ECA programs and have the responsibility to ensure that all public diplomacy programming is incorporated as part of a cohesive Mission strategic plan.

What emerged was surprising in its consistency across regions and between large and small posts, but it was not at all surprising in its content: there is high demand for ECA programs as the heart of public diplomacy operations in the field, and they are considered vital to achieving strategic objectives. Results did not indicate a single ECA program or program area that could be deemed universally less-valuable, but they did point out issues for discussion with regional colleagues. A few of the top-line findings:

- Embassies want more funding for English teaching and teacher training, youth exchanges, alumni engagement, culture and sports, while keeping core programs such as Fulbright and the International Visitor Leadership Program strong. Across all regions, increases in English Language Fellows, Fulbright English Teaching Assistants, Study of the U.S., sports and cultural programs, and English Access Microscholarships – which bring English language and American cultural curricula to disadvantaged youth, were routinely requested.
- Fulbright and other academic exchanges are critical programs and universally supported. Several embassies indicated a desire for more undergraduate exchanges or masters' programs rather than Ph.D. studies. The Bureau certainly can and will make these kinds of adjustments.
- The responses show how embassies are struggling with increasing youth engagement and English teaching with stagnant budgets. ECA will work on re-orienting some programs to meet these demands as much as possible.
- Many embassies requested more consistent cultural offerings so they can plan. ECA has taken steps that will be effective in FY 2012 to combine cultural program offerings and make them easier for embassies.

ECA will use these results to inform the work of the Bureau in FY 2012 and FY 2013. This is just the beginning of what the Bureau sees as an ongoing conversation with embassies designed to make strategic decisions to maximize ECA program effectiveness and deploy resources in line with priorities in a very restrictive budget environment.

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Ambassador Ereli said that he had the opportunity yesterday to inform the Advisory Commission on Public Diplomacy about this new budget tool. The Commission is a presidentially-appointed body charged with appraising U.S. Government activities intended to engage foreign publics. Exchange programs are the nation's most long-lasting and effective public diplomacy engagement tools.

Finally, Ambassador Ereli reported that an inspection this fall by the State Department Office of the Inspector General is designed to help improve the effectiveness of the Bureau of Educational and Cultural Affairs. This is part of a regular cycle of bureau inspections. It has been about a decade since the Bureau's last regular inspection. While this will be a lot of work, ECA knows it will be helpful to identify where the Bureau needs to improve as well as highlight what is being done well. Ambassador Ereli said that he is confident that this inspection will strengthen the Bureau and further showcase the critical work done by the people of ECA who every day contribute to building lasting partnerships for the United States around the world.

The Chair thanked Ambassador Ereli for the informative report. The Board then convened over a working lunch.

Fulbright Program Report:

Marianne Craven, Acting Deputy Assistant Secretary for Academic Programs

Michelle Johnson, Deputy Director for Academic Exchange Programs

Following acting Under Secretary Stock's remarks on the new Fulbright public policy fellowship for American students, Ms. Craven further reported that the program will send recent U.S. graduates of Master's and J.D. programs, or current Ph.D. students in policy related fields, with some work experience, to participate in an educational exchange where they will be affiliated with foreign government ministries, working closely with Cabinet level or other senior officials. Participants will also undertake an academic/research project. The intent of the fellowship is to provide Americans with the opportunity to gain new knowledge while sharing their skills with the host country, contribute to mutual understanding, and develop or strengthen lasting ties with the host country.

The final list of countries for participation in the program will be determined by the interest of host country governments, strength of the applicant pool for each country and the availability of funds. It is expected that the first class of Fulbright Public Policy Fellows will be inaugurated in late spring or early summer of 2012 with most assignments beginning in the fall. The administration of the program will be carried out in adherence with the Policies of the J. William Fulbright Foreign Scholarship Board and the Fulbright Board will make final selection of all grantees.

The Chair was pleased to hear how the Fulbright Program might be more innovative.

U.S. Department of Education Program Report:

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**Sylvia Crowder, Senior Director, International and Foreign Language Education,
Office of Postsecondary Education**

The Fulbright-Hays Program, administered by the U.S. Department of Education (the Department), through the Office of Postsecondary Education's International and Foreign Language Education (IFLE) service, is part of the Department's portfolio of grant programs that are designed to provide training, research opportunities, start-up or enhancement projects, overseas travel, and fellowships to increase global competence and foreign language proficiency for U.S. students, teachers, faculty, and administrators. There are four programs that comprise IFLE's Fulbright-Hays Program. These four programs complement the 14 grant programs authorized under Title VI of the Higher Education Act (HEA) of 1965, as amended, and 4 programs authorized under Title VII of HEA of 1965, as amended.

The Fulbright-Hays programs were established primarily through the efforts of Senator J. William Fulbright with the passage of the Mutual Education and Cultural Exchange Act of 1961 (Fulbright-Hays Act). Section 102 of the Act authorized a wide range of cultural, technical, and educational interchange activities, including a section, 102(b)(6) that emphasized the strengthening of education in the fields of foreign languages and area studies throughout the U.S. educational system. At that time, President John F. Kennedy authorized, through executive order, that the functions in Section 102(b)(c) be assigned to the then Department of Health, Education, and Welfare (HEW). HEW, the Office of Management and Budget, and the State Department agreed that the Fulbright-Hays programs would provide the overseas dimension to the Title VI programs which were initially conceived in 1958 as part of the National Defense Education Act (NDEA).

Section 102(b)(c) does not authorize specific programs; it does address support of visits and study in foreign countries by U.S. teachers and prospective teachers. The Department established four programs as part of the Fulbright-Hays group: Doctoral Dissertation Research Abroad (DDRA), Faculty Research Abroad (FRA), Group Projects Abroad (GPA), and Seminars Abroad (SA).

- DDRA provides grants to institutions of higher education to fund doctoral students to conduct research in other countries in modern foreign languages and area studies for periods of six to 12 months.
- FRA provides grants to institutions of higher education to fund faculty to maintain and improve their area studies and language skills by conducting research abroad for periods of three to 12 months.
- GPA provides grants for overseas projects in training, research, and curriculum development in modern foreign languages and area studies by teachers, students, and faculty engaged in a common endeavor for periods of 6 weeks to 12 months.
- SA provides opportunities for U.S. educators to participate in short-term study (four to six weeks) and travel seminar abroad for the purpose of improving their understanding and knowledge of other cultures.

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Since their inception in 1961, the Fulbright-Hays programs have been strongly supported by the academic community. Funding for the Fulbright-Hays programs increased significantly in FY 2001 and was relatively stable until the dramatic cut in funding in FY 2011.

Dr. Elizabeth Knutson

2011 Alumna to Morocco and Tunisia

Dr. Knutson is Professor of French in the Department of Languages and Cultures at the United States Naval Academy, where she has taught French language and literature at all levels, French literature in translation, and Spanish language courses. She is former Head of the French and Italian Sections at the School of Language Studies, Foreign Service Institute, U.S. Department of State, where she supervised language and culture training for Embassy personnel assigned to European, Caribbean, Canadian, and African posts. She has co-authored a French textbook and pursued research on both literature and language. She has published articles and presented papers on a variety of topics including classroom interaction, intercultural communication, French conversational interaction, and most recently, Franco-Arab studies.

Dr. Hakim M. Rashid

2010 Alumnus to China

Dr. Rashid is an Associate Professor and former Chairman of the Department of Human Development and Psychoeducational Studies in the School of Education at Howard University. A native of Flint, Michigan, Dr. Rashid received his B.A. degree from Pomona College in Claremont, California, and the M.A. and Ph.D. degrees from the University of Michigan in Ann Arbor. Dr. Rashid has served as a Fulbright Scholar at King Saud University in Riyadh, Saudi Arabia, a Fulbright-Hays Seminar Abroad Fellow in China, and a Visiting Professor at Khartoum University in Sudan. He has lectured in Sudan, Saudi Arabia, Pakistan, the United Arab Emirates, South Africa, Bermuda, Canada, and the United States. In addition to Howard University, Dr. Rashid has served on the faculties of Jackson State University, the University of Michigan at Flint, and the University of South Carolina. Articles written by Dr. Rashid have appeared in the Educational Research Quarterly, Contemporary Education, the American Journal of Islamic Social Sciences, Muslim Education Quarterly, the Journal of Negro Education, and Young Children, among other publications.

Ms. Jillian Van Ells

2009 Alumna to Mongolia and New Zealand and 2005 Alumna to Ecuador

After studying Anthropology and English as an undergraduate at the University of Alabama, Birmingham, Jillian Van Ells worked as a junior high school English teacher in Akita, Japan, where she discovered the power of cross-cultural learning. From Japan, Ms. Van Ells landed in Baltimore where she taught second grade in an inner city school while working on her M.A.T. at Johns Hopkins. Literature quickly became the cornerstone of her teaching and she developed a keen sense of the power stories have to transform lives. Her first experience with Fulbright came in 2005 when she traveled on the Fulbright Hays program to Ecuador. Through this experience, Ms. Van Ells was able to work with fellow teachers to expand her literary trip around the world curriculum. After three years in Baltimore, she put her teaching experience and her love of

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world cultures to work as a Peace Corps volunteer in South Africa. In her small rural village, Ms. Van Ells had the opportunity to work with teachers to develop classroom libraries, language arts curriculum, and assessment strategies. After completing her Peace Corps service, Ms. Van Ells decided to combine her love of children's literature with her passion for teaching through work as a school librarian. Since completing her Masters of Library Science at the University of Alabama, she has been working as the Lower School librarian at Holton-Arms School. In 2009, Ms. Van Ells participated in her second Fulbright Hays trip, traveling to Mongolia and New Zealand. She has built this experience into her library curriculum, creating teacher resource boxes and collaborating with colleagues through such activities as a ger construction and Mongolian “hosting” project. In addition to her work as her school’s resident “book pusher”, Ms. Van Ells has worked closely with the global education program, serving on the global education committee and acting as a teacher chaperone for two student trips to Senegal.

The Board responded that they greatly enjoyed hearing about Dr. Knutson’s 2011 Fulbright-Hays Seminar Abroad Program to Morocco and Tunisia. It is evident that her dedication and passion for teaching were only furthered by this opportunity and the Board was encouraged to hear how she shared these experiences with her students regularly. They also appreciated learning how these experiences are contributing greatly to the goal of mutual understanding by our nation's future military officers.

The Board also commented that they were interested to hear about the knowledge Dr. Rashid gained while on his 2010 Fulbright-Hays Seminar Abroad Program in China. It was also useful to hear that the unique experiences he took with him from his program are influencing his teaching style at Howard University. His presentation contributed immeasurably to greater understanding about these programs.

The Board furthermore said they enjoyed hearing about Ms. Van Ell’s experiences while on your Fulbright-Hays Seminar Abroad Program to Mongolia and New Zealand, as well as her earlier time spent in Ecuador. She made it very clear that these experiences have positively enriched her career as a librarian and that the students at her school are also benefiting from the knowledge that she brought back. It was an interesting presentation and the Board appreciated her candid words.

The Board then convened in closed door session at 2:30 p.m. and adjourned at 4:30 p.m.